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ABSTRACT

This bibliography consists of 25 citations of documents reported in "Research in Education," all of them dealing with teacher education aspects of Chicano education. Each entry includes information on the author, title, publisher, date of publication, number of pages, availability from the ERIC Document Reproduction Service or the publisher, and an abstract. (MBM)

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A BRIEF BIBLIOGRAPHY ON TEACHER EDUCATION AND CHICANOS

by Charles Leyba

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Movement from the past's melting pot theory to the present's cultural diversity objective is an exciting development. Gone are societal efforts to produce look-alike Americans or bland cultural copies of the majority-group. Now our national policy is preservation and strengthening of cultural uniqueness. This should add to the national fabric a richness and strength. That richness and strength come from different ways of looking at things, experimentation with varied life styles, and the stimulation to provocative thought which comes from contact with diversity. Richness and strength come also from individuals proud of their own kind--fortified by self-concepts derived from that sound pride--and assured of their contributions to the nation at large.

This bibliography provides information on reading materials about Chicanos--one of America's largest minority groups. We hope that use of the selected materials will lead to a rethinking of how to provide the best education possible for Chicano children and youth. This must be both a challenge and a commitment!

You may do further research on this topic by checking issues of Research in Education (RIE) and Current Index to Journals in Education (CIJE). Both RIE and CIJE use the same descriptors (index terms). Documents in RIE are listed in blocks according to the clearinghouse code letters which processed them, beginning with the ERIC Clearinghouse on Career Education (CE) and ending with the ERIC Clearinghouse on the Disadvantaged (UD). The clearinghouse code letters, which are listed at the beginning of RIE, appear opposite the ED number at the beginning of each entry. "SP" (School Personnel) designates documents processed by the ERIC Clearinghouse on Teacher Education.

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—Joel L. Burdin, Director

February 1974

INTRODUCTION

Of the majority groups in the United States, the Chicanos share with the American Indians and Puerto Ricans the handicap of a native language which is not English, and as a result, a disproportionate number of them are restricted to the lowest rungs of the occupational ladder. Although in recent years many Americans have become more fully conscious of the plight of migrant workers, of whom a high proportion are Spanish-speaking Chicanos, there is still widespread neglect of their plight in urban situations. Washington, D.C., for example, has a growing Spanish-speaking community which has been almost invisible to many who live and work in the area. If this problem is not to be perpetuated as children fail in school because of their inability to cross the language and the cultural barriers which restrain them, there must be an increased understanding on the part of their teachers of the cultural background from which they come and of the varying expectations which they and their parents bring to education.

The Clearinghouse on Teacher Education has worked closely with the Multicultural Commission of the American Association of Colleges for Teacher Education, which said in its statement "No One Model American": "Multicultural education reaches beyond awareness and understanding of cultural differences. More important than the acceptance and support of these differences is the recognition of the right of these different cultures to exist. The goal of cultural pluralism can be achieved only if there is full recognition of cultural differences and an effective educational program that makes cultural equality real and meaningful."

This brief bibliography was selected from the ERIC data base by Charles F. Leyba, a member of the Multicultural Commission and an associate professor at California State College in Los Angeles. It includes material which we hope will help in improving teacher educators' understanding of the needs of Chicano children, but it also, by its brevity, demonstrates the need for more information. We hope that it will encourage others to explore this subject more thoroughly and to disseminate as widely as possible the results of their studies.

--Moira B. Mathieson
Coordinator of Publications

ABSTRACT

This bibliography consists of 25 citations of documents reported in Research in Education, all of them dealing with teacher education aspects of Chicano education. Each entry includes information on the author, title, publisher, date of publication, number of pages, availability from the ERIC Document Reproduction Service or the publisher, and an abstract. (MBM)

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TOPIC: *"A Brief Bibliography on Teacher Education and Chicanos."*

DESCRIPTORS TO USE IN CONTINUING SEARCH OF RIE AND CIJE:

*Annotated Bibliographies
Cultural Pluralism
*Mexican Americans
*Minority Group Teachers
Minority Groups
*Spanish Americans
*Teacher Education

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*Asterisk(s) indicate major descriptors.

Abeytia, Hector, and others. Agencies and the Migrant: Theory and Reality of the Migrant Condition. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. Los Angeles: University of Southern California, School of Education, 1968. 33 pp. ED 026 173.*

Lectures included in this volume are "Operation SER (Service, Education, Rehabilitation)"; "Unions and Farm Labor"; "California Plan for the Education of Migrant Children"; "Housing Camps for Migrants"; and "California Legal Rural Assistance." These lectures have been chosen from those presented as part of the preservice phase of a two-year Teacher Corps training program. One of the objectives of the preservice phase is the development of a better understanding of the concepts of community involvement and the kinds of programs already in existence, as well as the dissemination of information about social conditions, work conditions, and community services.

Ainsworth, C. L., ed. Teachers and Counselors for Mexican American Children. Austin, Tex.: Southwest Educational Development Laboratory; Lubbock, Tex.: Texas Technological College, 1969. 137 pp. ED 029 728.

The main problems confronting teachers of Mexican-American children are the language and cultural barriers. Mexican-American children are often limited in communication skills in both Spanish and English and have values and life styles different from those of the Anglo-American teacher. The "live now" attitude, which is characteristic of Latin cultures and which unlike the Protestant ethic does not put off the gratification of desires, frustrates many teachers. Teachers preferably from Spanish-speaking backgrounds, should be trained in both Spanish and English. Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican-American culture, as well as linguistics, should be included in teacher education. School counselors should possess guidance skills to help solve Mexican-American students' problems of role acceptance, self-concept, and social values. Finally, in the acculturation of the culturally disadvantaged Mexican-American, a pluralistic goal is desirable that maintains the existence and identity of the minority instead of assimilationist aims. Included in the document is a 75-page bibliography.

Ayala, Armando A. Rationale for Early Childhood Bilingual-Bicultural Education. Paper presented at the annual convention of the American Educational Research Association, New York, 4-7 February 1971. 17 pp. ED 047 869.

The document presents a rationale favoring early childhood bilingual-bicultural education. In a review of the literature, the author points

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*Except where noted, all documents are available in microfiche and xerographic, or "hard," copy. See page 12 for ordering information.

out the need for a bilingual approach to education in an effort to help non-English-speaking citizens lead more productive lives in our society. It is noted that there is opposition to this approach from the many investigators who claim that there is evidence linking native bilingualism with retardation and underachievement in schools. The author cites the more recent studies which show that this handicap results from the way communities and schools have dealt with children who speak another language and not from the children's bilingualism; thus, he feels it is desirable to erase the reigning Anglo stereotype and to recognize the Mexican American in developing curricula and educational programs. Included in the document are discussions of types of bilingual programs and thought processes involved, along with conclusions and recommendations for continuing bilingual-bicultural educational programs and corresponding teacher education programs.

Cummins, Emery J., and Uvaldo H. Palomares. Assessment of Rural Mexican-American Pupils, Preschool and Grades One through Twelve, Wasco, California. Sacramento, Calif.: State Department of Education, April 1968. 39 pp. ED 020 846.

Mexican-American students from 13 grade levels within the Wasco, California Public Schools were tested in March 1967 as part of an evaluation of strengths and weaknesses of rural Mexican-American students in California. Analysis of test results revealed that Mexican-American students fell progressively behind in perceptual motor development--a deficit attributed to both home and school environments. Low self-concept scores and above-normal social maturity scores may have reflected the demands of two cultures on the Mexican-American student. Academic achievement progressively declined, possibly as a result of the de-emphasizing of individualized instruction and the abstraction demands made on Mexican-American students by materials geared to middle-class norms. Tables show which tests were given to which grade levels, age-grade relationships, and results by individual test.

Edington, Everett D., and Frank Angel. Recruitment of Spanish-Speaking Students into Higher Education. Long Beach: California State College, May 1969. 23 pp. ED 031 320.

The problems of recruiting Mexican-American students into colleges and universities are pointed out in these two papers. Edington's paper (title given) discusses teacher education, curriculum development, counseling programs, college entrance requirements, and the need for change and study in these areas with regard to Spanish-speaking students. Programs of financial aid and educational opportunities for Mexican-American students are also presented. In "The Mexican American in Higher Education: Recruitment," Frank Angel points out that recruitment problems are related to the selective academic orientation of college and university recruitment and to the selection, counseling, and curricular procedures of the high school and elementary school. Present recruitment programs and practices in colleges which are designed to meet the needs of Mexican-American students are discussed. Ways of

increasing the pool of Mexican-American students are listed, including changes in teaching in elementary and secondary schools geared to this group, universalization of higher education, improved living conditions for this minority group, and eradication of existing discrimination against the Mexican-American group by the dominant group.

The Education Professions, 1969-70. Washington, D.C.: U.S. Office of Education, September 1970. 90 pp. ED 049 161. Hardcopy not available from EDRS.

This annual report on the state of the education professions focuses on the problem of educating students from low-income families in an attempt to sharpen understanding of the issues involved. Subjects for the chapters were chosen because of the concern for these particular problems and because surveys have provided new data which bear on them. Chapter 1 focuses on teaching low-income students and defines some of the major issues in educating these children in inner-city schools. Chapter 2 sets forth the U.S. Commissioner of Education's plans to allocate funds authorized by the Education Professions Development Act, most of which are directed to serving the needs of low-income children. The next three chapters report on recent studies and surveys as they relate to students from low-income families. Chapter 3 is an analysis of data derived from a pilot survey of staffing patterns in the elementary and secondary schools that was conducted by the National Center for Educational Statistics. Chapter 4 examines some of the problems in educating Mexican-American children. Chapter 5 delineates the role of two-year colleges in serving low-income students. The final chapter is a projection of the needs for educational personnel in vocational and technical education with particular emphasis given to the personnel who serve the economically disadvantaged. Appendixes contain a description of EPDA activities (1969 and 1970) and an explanatory note on the supply of and demand for educational personnel.

Graham, Richard, and others. The Mexican-American Heritage: Developing Cultural Understanding. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. Los Angeles: University of Southern California, School of Education, 1968. 48 pp. ED 026 174.

The following lectures are included in this volume: "Needed: 'Turned on' Teachers"; "The Most Important Advantage"; "HILT: High Intensity Language Training"; "The Education Gap"; "Why Mexican American Children Fail in School"; "The Mexican American Heritage"; "The Invisible Poor: The World of the Migrant"; and "Emergence of the Mexican American." The lectures have been selected from those presented as part of the preservice phase of a two-year Teacher Corps training program designed to create understanding of cultural differences and to define the teacher's newly emerging role as a translator of community expectations for Spanish-speaking migrants, seasonal farm workers, and others who are disadvantaged.

Henderson, George, ed. America's Other Children; Public Schools outside Suburbia. Norman: University of Oklahoma Press, 1971. 430 pp. Available from Publishing Division, University of Oklahoma, 1005 Asp Avenue, Norman, Okla. 73069; $8.95. ED 048 958. Not available from EDRS.

Geared particularly for students who will never teach in an urban community, as well as for those who will teach in the urban schools affected by the influx of migrants from rural areas, this document describes the effects of urbanization on rural communities and their institutions, especially the family and the school. Among the rural minorities discussed in the 50 articles in the document are Mexican American, poor white, American Indian, and Negro children, and children of migrant farm workers. Since teachers of these youths are said to have a major effect upon their success or failure, it is pointed out that effective teachers must realize that they cannot overlook student backgrounds, needs, and problems because these factors affect student ability to profit from school experiences. It is believed that teachers who are insensitive to these factors can weaken a child's confidence, increase his frustration, and make his school adjustment difficult. The table of contents carries the following major headings: a) "The Rural Poor," b) "The Educational Challenge," c) "Quality Education Is People," d) "Strategies and Innovations," e) "Racial Integration in the Public Schools," and f) "If We Fail."

Hernandez, Norma G. Variables Affecting Achievement of Middle School Mexican American Students. El Paso: University of Texas, August 1971. 31 pp. ED 059 827.

Literature pertaining to research done on academic achievement of Mexican-American students is reviewed in this paper. The literature deals with such variables as socioeconomic, physical, psychological, and cultural aspects; language factors; attitudes; language development; and environment. A 15-page discussion of recommendations for improving curriculum, instruction, and teacher education for educating the Mexican American is included. Also included is a bibliography containing over 200 relevant citations.

Ibarra, Herb. Bibliography of ESL/Bilingual Teaching Materials. San Diego, Calif.: San Diego Public Schools, 1969. 31 pp. ED 028 002.

Four hundred and six books, articles, and instructional realia published between 1945 and 1968 are listed in this bibliography for teachers and students of Spanish-speaking and bilingual students. While emphasis is placed on English-as-a-second-language textual materials for all levels of education from primary to adult, lists of materials such as kits and visuals for music and science are also provided. A final section is devoted to teacher preparation materials, cultural information, and instructional guides. This publication was funded by Title III of the Elementary and Secondary Education Act.

The Invisible Minority. Report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking. Washington, D.C.: National Education Association, 1966. 45 pp. ED 017 222.

Reported here are the major findings of a survey team that investigated the five-state area of the Southwest for programs on teaching Spanish to the Spanish-speaking. After a discussion of the problems of the Mexican American, capsule descriptions are given of some of the more promising programs. Objectives vary, depending on the literacy (in Spanish) and pride of heritage (which can be just as important) of the Spanish-speaking groups involved. The team's recommendations suggest that selection and placement of native speakers in special high school Spanish classes must be more careful, oral and written tests of Spanish ability must be evaluated and modified for local use, and instruction in the early grades should be in both Spanish and English. A reading list for an advanced literature course for native speakers at the eleventh or twelfth grade level is supplied, as well as a basic system for literary criticism in advanced courses. Suggestions are made on teacher education and selection, and a list of scholarships is included.

Karr, Ken, and Esther McGuire. Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready? 1969. 30 pp. ED 031 348.

Failure of the educational system to provide for the Mexican-American student can be seen by his dropout rate, which is twice that of the national average, and by his schooling ratio, which is 8 years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican-American student, higher education must prepare teachers who can cope with cultural, psychological, and linguistic conflicts. To be effective in solving these problems a teacher needs training to be able a) to understand the dysfunctions between the values of the Mexican-American culture and those of the Anglo, b) to counsel for the particular difficulties of this group, and c) to teach English as a second language.

Lingstedt, Joe Lars. Teachers of Middle School Mexican American Children: Indicators of Effectiveness and Implications for Teacher Education. [1972] 47 pp. ED 059 828.

A summary of research and related literature on the problem of identifying indicators of teacher effectiveness, this publication is divided into three sections: a) traditional indicators of teacher effectiveness in terms of good teaching procedures (e.g., positive reinforcement) and desirable personality characteristics (e.g., ability to set a favorable climate for teaching); b) new trends in identifying indicators of teacher effectiveness (e.g., development of systems models and microteaching); and c) implications for teacher education in the form of a teacher education model--with suggestions for further study. A bibliography of 83 citations is included.

Lopez, Thomas F. Staff Development of Bilingual Programs. Master's thesis, Sacramento State College, June 1970. 57 pp. ED 044 233.

This master's thesis is directed toward compiling information regarding recruitment and training of bilingual teachers, with particular emphasis on teachers of Mexican Americans. It establishes a rationale for bilingual teacher education programs and in-service education. The study answers questions about a) the responsibility for staff development, b) curriculum, and c) subject area and methods of emphasis in the program. Proposals written on bilingual programs were examined in terms of staff development, and additional information was gathered by a questionnaire which was sent to each bilingual project in California. Correlations are given between size of grant awarded in funded programs and the amount allocated for staff development. Additionally, information made available by various program proposals and data obtained by the study questionnaire indicate that more work should be done in the areas of linguistics, evaluation, and human relations. It was also concluded that there seems to be a positive correlation in the size of grant awarded and the amount expended from the grant for staff development. A design for bilingual education is presented to provide a basis and guide for staff development. Tables and appendixes are also presented.

Mexican-American Education. Special Report. Washington, D.C.: U.S. Office of Education, Mexican-American Affairs Unit, March 1968. 31 pp. ED 023 510.

The Mexican-American Affairs Unit of the U.S. Office of Education was established to plan, develop, and coordinate improved educational opportunities for Mexican-American children and adults. Staff members of the unit conducted a field survey in Arizona, California, Colorado, New Mexico, and Texas to discuss current programs and future needs. Although the survey revealed general interest in Mexican-American education, a lack of coordination among federal, state, and local agencies was noted. The four major concerns voiced were early childhood education, teacher training, bilingual education, and adult and vocational education. A five-state summary of programs and activities of benefit to Mexican Americans is appended.

Muckley, Robert L. After Childhood, Then What? An Overview of Ethnic Language Retention (ELRET) Programs in the United States. Quebec, Canada: Laval University, International Center on Bilingualism, November 1971. 23 pp. ED 061 808.

The means for ethnic language retention (ELRET) should be built into bilingual education programs in the United States. Currently there are very few programs designed to help a foreign speaker maintain his mother-tongue ability as he learns a new language. Materials designed in this field should take advantage of the concept of "domain stability," i.e., the theory that an ethnic language will be retained as long as it continues to be the preferred language within definite areas of activity.

Instructional materials should induce speakers to stabilize certain domains in which the ethnic language would be used in their daily lives. This report discusses research conducted in this field and programs and materials that are available.

Ramirez, Manual, III. Potential Contributions by the Behavioral Sciences to Effective Preparation Programs for Teachers of Mexican-American Children. University Park, N.Mex.: ERIC Clearinghouse on Rural Education and Small Schools, State University, February 1969. 22 pp. ED 025 370.

Summary information of several research projects is presented to show that underprivileged children are not prepared to cope with the intellectual and social demands of the school. Results of several value scales administered to both Mexican-American and Anglo junior high, senior high, and college students indicate that Mexican-American students agree with authoritarian ideology to a significantly higher degree than do Anglo students. This is attributed to rearing in a family atmosphere that emphasizes father domination, strict child-rearing practices, submission and obedience to the will of authority figures, strict separation of sex roles, and relationships based on dominance and submission. Evidence indicates that Mexican Americans express attitudes toward education that are significantly more unfavorable than those of Anglos. Moreover, value orientations developed in the homes of Mexican Americans are contradicted by the value system of the schools. The study concludes that Mexican Americans' adjustment to school is being hindered by their avoidance reaction to school tasks and school personnel. Preparation programs designed to introduce teachers to practical uses of anthropological methods are seen as a beneficial factor toward increasing teacher sensitivity to Mexican-American problems.

---. Value Conflicts Experienced by Mexican-American Students. [1968] 11 pp. ED 059 829.

The object of this study, conducted in a northern California city school district, was to find evidence of cultural value conflicts experienced by Mexican-American secondary school students of low socioeconomic background. Those students experiencing the most difficulty in adjusting to the school setting and thus most likely to be dropouts were interviewed, observed in class, and asked to tell stories about pictures depicting students, teachers, and parents interacting in a school setting. Stories told about these pictures revealed Mexican-American value conflicts in terms of factors such as loyality to family and ethnic group, female modesty, machismo, the role of education, and separation of sex roles. This paper contains discussions of eight Mexican-American values found to conflict most often with the value system of schools, along with an accompanying story for each as told by Mexican-American students. Also treated, in one-paragraph discussions, are four measures that could be instituted to help alleviate value conflicts.

Rodriguez, Armando. Bilingual Education--A Look Ahead. [1969] 5 pp. ED 030 505.

Bilingualism is defined as the ability of a person to function well in all skills of two languages and understand and accept the cultures of both languages, thus being a contributing member of his society. Bilingual teaching means concurrent use of two languages as the media of instruction in any or all of the school curriculum except the actual study of the languages themselves. Objectives of a bilingual program include a) achieving satisfactory learning in all subjects, b) developing proficiency in the skills of both English and Spanish, and c) helping the child personally adjust to the environment of his two cultures. The three problems that hamper the rapid development of bilingual education are legal obstacles, lack of materials, and lack of qualified teachers. It is estimated that by 1970 100,000 bilingual teachers will be needed to meet the dimensions of the bilingual education program. Various statistics are given throughout the document.

---. Urban Education and the Mexican-American. Speech given at the Ford Foundation Leadership Seminar, Albuquerque, N.Mex.: 23 August 1968. 9 pp. ED 030 510.

With 90 percent of about 4.7 million Mexican Americans living in the five southwestern states and 80 percent of those living in an urban environment, Mexican-American students face several educational problems in the urban setting, including high dropout rate, low educational achievement, and ineffective institutions. Schools fail to recognize the cultural richness of the student's bilingualism, which can be made a positive force by helping to retain personal identity and self-esteem. Possible solutions lie in the areas of teacher and administrator training, particularly in-service curriculum, preservice curriculum, recruitment and retention of teacher candidates, and scholarships and aid programs. By developing relevant curriculum and materials through the redirection of available federal funds and through the community and school working together, the problems of Mexican-American students in an urban environment can be met. Several statistics are included.

Ulibarri, Horacio. Attitudinal Characteristics of Migrant Farm Workers. First Papers on Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. Los Angeles: University of Southern California, School of Education, 1968. 52 pp. ED 026 172.

A presentation on sociocultural attitudinal characteristics of migrants and the impact of education is one of a series of lectures given during the preservice phase of a two-year Teacher Corps training program. An outline of the cultural differences which exist between the Mexican American and the Anglo American reveals differences in personality characteristics and modes of life style. Problems that the Mexican American encounters in the process of acculturation are described, and programs are suggested that are designed to satisfy the needs of the Mexican American and to give him a positive image of his cultural heritage. Interview summaries and schedule and worksheet scales used in the preservice phase of the program are included.

Ulibarri, Mari[illegible]ci. In-Service Teacher Education in a Tri-Ethnic Community: A Participant-Observer Study. Ph.D. dissertation, University of New Mexico, May 1970. 259 pp. ED 044 680.

An urgent need was felt for broader implementation of processes similar to those indicated in this study to help reorient teachers effectively, quickly, and as painlessly as possible so that they can better meet the needs of the Spanish-surnamed and the Indian Americans enrolled in public schools. Six prime questions were asked during the implementation of this in-service education model in a tri-ethnic community: Will there be satisfaction with traditional curriculum when cultural differences are understood? Is it possible to develop an awareness of a person's own needs which may be in conflict with the student's needs? To what extent will self-evaluation help in understanding techniques and methods used with students? Will needs for special materials, techniques, and community involvement be apparent and understood by the school personnel? Will an in-service program be able to initiate required curriculum changes? What are the results of the total project? In summarizing, the author emphasizes that meaningful social changes in school programming activities can occur. A base-line direction for change can be established; a project such as the model describes can set such a base-line program of recommendations. The author feels that personnel in schools with students from minority groups should know about the processes described here.

Williams, Jane Case. Improving Educational Opportunities for Mexican-American Handicapped Children. Washington, D.C.: U.S. Office of Education, April 1968. 37 pp. ED 018 326.

Data available from three states with large Mexican-American populations indicate that referral to and enrollment in special education classes occur at a percentage twice that of the proportion of Mexican Americans to the general population. Reasons for such enrollment are attributed to medical and environmental conditions, economic disadvantagement, and cultural disadvantagement. Compounding the problem is the fact that many Mexican-American children enter school understanding neither the English language nor the culture of the schools. Current intelligence tests cannot adequately judge the abilities of such children, and consequently they are placed in the handicapped classes. Bilingual and cross-cultural training has been initiated in some states and appears to have met with success. The Bureau of Education for the Handicapped has provided a) federal aid for the development of several programs which are briefly described in this publication and b) 10 suggestions for future efforts in teacher education, curriculum, and instructional improvement.

Zintz, Miles V., and others. The Implications of Bilingual Education for Developing Multicultural Sensitivity through Teacher Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, September 1971. 76 pp. ED 054 071.

Teachers must be continuously alert tc the differences in languages, values, and customs and must seek to understand their students as real people. Otherwise, the student who must learn English as a second language develops insecurity instead of security. When the acceptable norm in a class has been based on the work of the typical middle-class Anglo, the culturally different student has had failure predetermined for him. Language maturity needs to be assessed in these children in terms of auditory discrimination of all the necessary phonemes and habitual use of correct syntax. Interaction with the teacher on an individual basis is also crucial for the child. If the child understands Spanish, the instruction should be in Spanish. The second language should be introduced systematically, but gradually, to develop genuine bilingualism in the student. The bilingual-bicultural program encompasses all the domains of the learning process. The student should acquire the concepts and skills of two languages and should attain a positive self-image through the understanding of the value of his own culture. A multicultural program increases the appreciation of the contributions of other cultures and fosters democratic ideals.

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TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the American Association of Colleges for Teacher Education (fiscal agent); the Association of Teacher Educators, a national affiliate of the National Education Association; and Instruction and Professional Development, National Education Association. It is located at One Dupont Circle, Washington, D.C. 20036.

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The scope also guides the Clearinghouse's Advisory and Policy Council and staff in decision making relative to the commissioning of monographs, bibliographies, and directories. The scope is a flexible guide in the idea and information needs of those concerned with pre- and in-service preparation of school personnel and the profession of teaching.